

Building Vocabulary with Meaningful Instruction

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Importance of Vocabulary to Reading

- Strong relationship between vocabulary and reading comprehension (Baker, Simmons, & Kameenui, 1995; Stahl & Fairbanks, 1987)
- Vocabulary knowledge is linked to overall academic success (Stanovich et al., 1996)

However....

Importance of Direct Vocabulary Instruction in the Classroom

- Vocabulary receives little focus in instruction for monolingual or English language learners
(Biemiller, 2001; Gersten & Baker, 2000; Scott & Nagy, 1997)
- What are the most common ways in which vocabulary is taught?

Vocabulary

Is:

- Oral
- Written

Vocabulary

Is:

- Expressive
- Receptive

Vocabulary Instruction

Is:

- Direct
- Indirect

Increasing Vocabulary Knowledge

- Goes beyond definitions, looking up words in the dictionary, and writing sentences with the word
- Includes systematic, direct teaching of words found commonly in written text and academic content words as well as independent word learning strategies
- Connected to development of “word awareness”

Facilitate Deep Processing of New Words

"Because children with weaker vocabularies are less likely to learn new words from listening to stories than children with larger vocabularies, teachers need to provide more direct instruction for children with smaller vocabularies" (Robbins & Ehri, 1994)

Vocabulary Practice #1

- Read!
 - Narrative Text
 - Expository Text
- Each student in your class needs to have time to read DAILY with corrective feedback
- In K-1 supplement student reading with teacher reading to access text with new vocabulary

Vocabulary Practice #2

- Teach word meanings explicitly and systematically

Vocabulary Practice #3

- **Teach** independent word learning strategies
 - Contextual strategies
 - Morphemic analysis

Vocabulary Practice #4

- Provide opportunities for students to practice using words

Vocabulary Practice #5

- Use new vocabulary throughout the day
- Use new vocabulary when talking with students

Vocabulary Practice #6

- Provide multiple exposures to a new word
- Provide multiple opportunities to use a new word

“Some words are not likely to become part of one’s vocabulary without direct instruction. In addition, effective vocabulary instruction helps students understand what they must do and know in order to learn new words on their own.” (Stahl & Kapinus, 2001, p. 13)

Initial Instruction of Word Meaning

- Definitions
 - Use with other options if possible
 - Use very simple wording
- Synonyms, Antonyms
 - Connect to other words students already know
- Demonstrations, Objects, Pictures
 - Allow students to “see” what a word means

Initial Instruction of Word Meaning

(cont'd)

Use **examples AND nonexamples** of the meanings you are teaching

Introducing a New Word

- Determine best way or combination of ways to initially explain meaning of word
- Provide examples of word meaning pointing out key characteristics
- Provide nonexamples of word meaning pointing out “lack” of key characteristics
- Ask students to identify examples and nonexamples of word explaining key characteristics

Facilitating Deep Processing of Word

- Opportunities for **word use** in oral and printed language
- Building relationships with new words
- Connection of new words to experiences
- Discussion of new words within context of reading



Path

Introduce Meaning

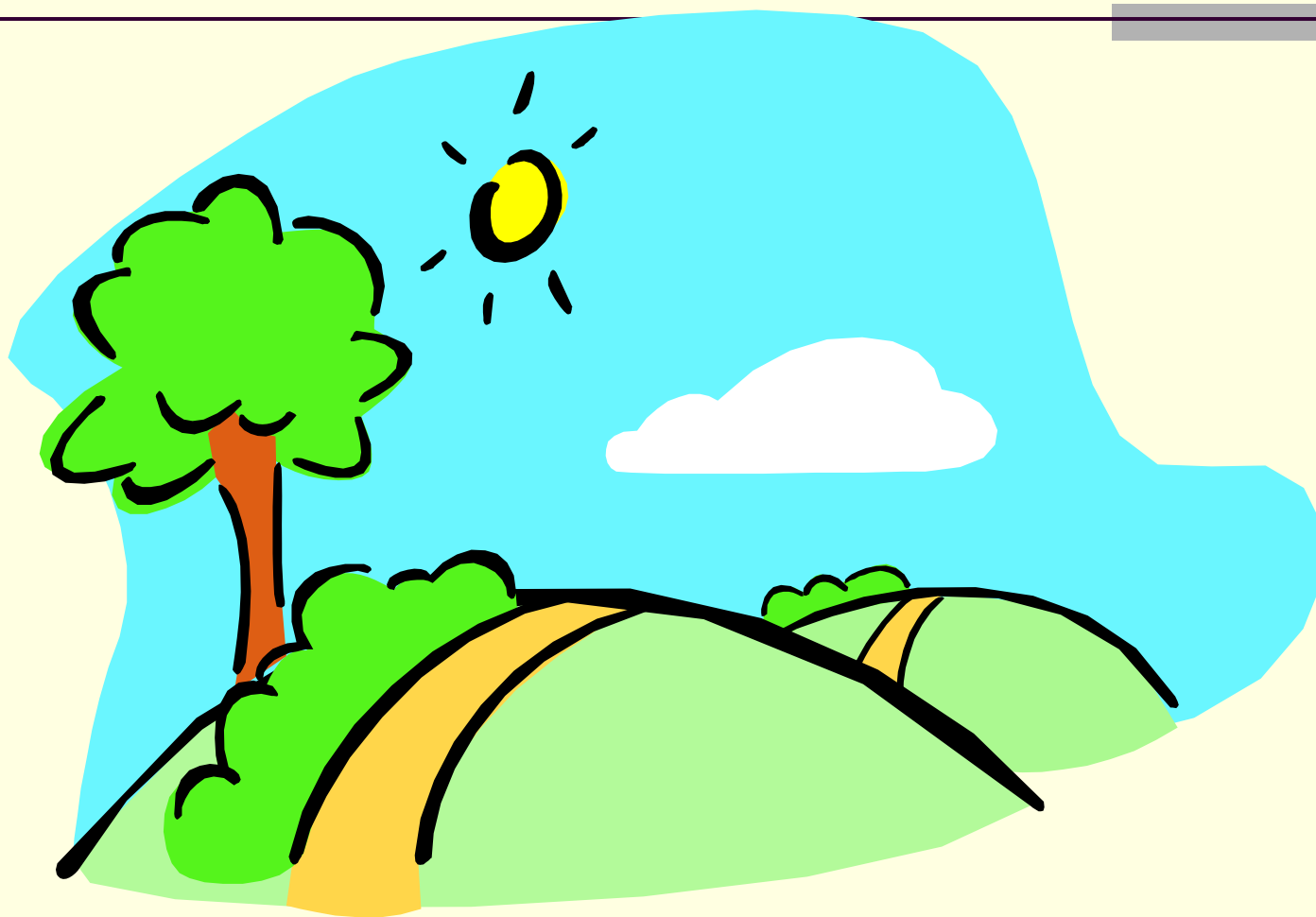
Path

A small road for people

Characteristics:

- Can be used for activities like walking, running, or riding a bike
- Not big enough for cars
- Besides road or sidewalk material, it can be made of dirt, grass, or gravel
- A path is on land not water







(Picture of the back of a trailer home.)



















Teacher Supported Deep Processing

Connection to Student Experiences:


- Have you ever been on a path?
 - Where was the path?
 - What did you do on the path?

Relationships to other words

- How are a road and a path different?
- How is a path different from a field?
- How is a path different from a river?

Your Turn

vehicle



novice

Introducing Word

Novice

A person who is new to something

Synonym: beginner

Antonym: expert

Examples of Novice

- Melanie wanted to take her first cooking lesson so she signed up for the novice class.
- Juan is beginning to learn French. He is a novice.
- She pressed her nose against the window, watching the novice skier take his first run down the hill.
- My favorite moment was when I sold my first car as a novice car salesman.

Nonexamples of Novice

- Ralph cooks at the restaurant every night so he signed up for the novice cooking class.
- Juan can speak two languages English and Spanish. He is a novice.
- She watched the novice skiers competing in the Olympics on television.
- The novice car salesman sold his 100th car.
- Rebecca wanted to learn how to drive so she was novice.

Teacher Supported Deep Processing

Connections to Text:

- Was Ramona a novice?
- How do you know she was a novice?
- Do you think Ramona will always be a novice?
Why or why not?

Dreadful

Really bad, terrible

Synonyms: terrible, awful, horrible

Characteristics:

- Used to describe something
- Used when something is more than just bad, it's "really" bad

Examples of dreadful

Nonexamples of dreadful

Teacher Supported Deep Processing

Example/Non-Example

A mother tells her children that they should remember to take their vitamins every morning	urge	Children tell their mother that they already took their vitamins
The class makes plans for a Flag Day assembly	chorus	The whole class says the Pledge of Allegiance to the flag
A child asks politely for a band-aid after falling down	wail	A child screams after falling down
Our neighbors once told us that they had lived in Florida	mention	Our neighbors are always talking about when they lived in Florida

Teach Word Parts

- Prefixes
- Suffixes
- Root words

Building Words

dreadful

- dread
- dreaded
- dreading
- dreadfully
- dreadfulness

Teach the “Range” of Words

- Show students situations where a word is used and not used (e.g. “grin” is a broad, big smile; it can’t just be used in place of smile on all occasions)
 - Use examples and nonexamples to show this relationship
 - Demonstrate relationships between similar words when appropriate

Word Lines

How much energy does it take to...

1. Flex your little finger?
2. Thrust a heavy door shut?
3. Embrace a teddy bear?
4. Beckon to someone for five straight hours?
5. Seize a feather floating through the air?

Least energy _____ Most energy

Sesquipedalian Words

- Students enjoy the challenge and prestige of learning these words
- Students often remember these words more easily

Word Conscious

- Bring new words heard to class
- Catch the teacher using a new word
 - Purposeful use of new words each day
 - Scaffold word consciousness by letting students know the time range they should listen for a new word you'll use a new word (e.g., during the instructions for assembly); gradually increase the time range
- Identify words in text for the class to learn
 - Identify one word
 - Select a word that is important for the class to learn
 - Identify why you think it's an important word
 - Identify characteristics of the word based on context and word parts

Vocabulary Word Sorts

- Identify several words or phrases to serve as categories
- Identify several additional words that are related to the categories
- Have students read each word, explain the meaning of the word and place the word under the related category
- Challenges:
 - Provide only the words and students determine the categories – “open sort”
 - Provide only the categories and students determine words that fit under the categories

Expanding Vocabulary Instruction in Your Reading Program

Reading Programs	ExpansionsProvide
<ul style="list-style-type: none">■ Provide selection of words from text to teach■ Provide simple definitions■ Provide graphic organizers for word activities■ Provide text with the word in context	<ul style="list-style-type: none">■ synonyms or antonyms■ Provide examples and nonexamples■ Demonstrate building words■ Provide at least one deep processing activity

Typical Instruction

Write the ten pre-selected vocabulary words from the story on the board (*dismal, ceaseless, pelting, longed, vague, receded, poisonous, sneaky, exaggerate*) . Have students look up the words in the glossary, write definitions, and use the words in sentences.

What changes would you make to this introduction?

What expansions would you include?

Typical Instruction

1. Ask students to read the words on the board (*pond, hatched, retrace, search, crop*).
2. Ask students to give synonyms or antonyms for each of the words.
3. List the synonyms and antonyms on the chart under the appropriate column heading.

What changes would you make to this introduction?

What expansions would you include?

Typical Instruction

Draw a word web. Write one of the vocabulary words in the center of the web (e.g., stunning). Have children use prior knowledge to find synonyms to complete the web.

What changes would you make to this introduction?
What expansions would you include?

Vaughn & Linan-Thompson (2004)

- Do you create a learning context that promotes language and word learning?
- Do you create a learning context that provides ample opportunity to read a wide range of print, including informational, expository, and narrative text?
- Do you allow students to read and reread to classmates, older and younger students, and adults?
- Do you teach and review vocabulary words and word learning strategies explicitly?

Vaughn & Linan-Thompson (2004)

- Do you encourage students to read independently outside of school, including at home, after school, and during the summer?
- Do you promote thinking and extended discourse by engaging students in conversations about what they read and the conclusions they draw?
- Do you encourage students to use new vocabulary and determine synonyms and antonyms for words they know?
- Do you provide students with a range of reading materials that challenge them to think about what they read and learn?

Vaughn & Linan-Thompson (2004)

- Do you monitor students' vocabulary and comprehension, and provide feedback for misunderstandings?
- Do you ask silly questions about the new words students are learning and ask them to respond so as to indicate that they understand the real meaning of the word?

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